DOCUMENT RESUME

ED 214 014 CE 031 956

AUTHOR Lankard, Bettina; And Others
TITLE Work Maturity Skills Instructor Guide.
INSTITUTION Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS AGENCY Employment and Training Administration (DOL), Washington, D.C. Office of Youth Programs.
PUB DATE 81
CONTRACT DOL-99-0-2297-33-52
NOTE 23p.; For related documents see CE 031 933-972.

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Behavior Patterns; *Career Education; Communication Skills; Competence; *Competency Based Education; Cooperation; Employee Responsibility; *Employment Potential; Guidelines; Habit Formation; Hygiene; *Individualized Instruction; Job Skills; Postsecondary Education; Program Descriptions; Program Development; Program Implementation; Secondary Education; Teacher Role; *Vocational Adjustment; *Work Attitudes; Young Adults
IDENTIFIERS *Work Maturity Skills Training Program

ABSTRACT

This teaching guide is a part of those materials developed for the Work Maturity Skills Training Program. (The Work Maturity Skills Training Program is a set of individualized competency-based units that are designed to help participants develop the competencies they need to find and retain jobs.) Following a brief description of the purpose and scope of the program, the program's contents are outlined. Explained next are the packaging and use of program materials. The role of the instructor in implementing the program is discussed. Also provided are suggestions for supplementing the program. A worksheet key completes the guide. (Other Work Maturity Skills Training Program materials are available separately--see note.) (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED2140014

WORK MATURITY SKILLS

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Magi305

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Instructor Guide

Provided by the Technical Assistance for Occupational Skills Training Project Sponsored by the Office of Youth Programs, U.S. Department of Labor

CE031956

THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION
THE OHIO STATE UNIVERSITY
1960 KENNY ROAD · COLUMBUS OHIO 43210

THE NATIONAL CENTER MISSION STATEMENT

The National Center for Research in Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The National Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Providing information for national planning and policy
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

For further information contact:

Program Information Office
National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Telephone: (614) 486-3655 or (800) 848-4815
Cable: CTVOCEDOSU/Columbus, Ohio

© 1981 by The National Center for Research in Vocational Education of The Ohio State University. Reproduction by the U.S. Government in whole or in part is permitted for any purpose.

WORK MATURITY SKILLS

Provided by the Technical Assistance for Occupational Skills Training Project
Sponsored by the Office of Youth Programs, U.S. Department of Labor

The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1981

FUNDING INFORMATION

PROJECT TITLE:	Technical Assistance for Occupational Skills Training Project
CONTRACT NUMBER:	99-0-2297-33-52
ACT UNDER WHICH FUNDS ADMINISTERED:	Comprehensive Employment and Training Act of 1978, Title IV, Part A, Subpart A
SOURCE OF CONTRACT:	Office of Youth Programs U.S. Department of Labor Washington, DC
CONTRACTOR:	The National Center for Research in Vocational Education The Ohio State University
EXECUTIVE DIRECTOR:	Robert E. Taylor
PROJECT DIRECTOR:	Brian Fitch
DISCLAIMER:	This publication was prepared pursuant to a contract with the Office of Youth Programs, U.S. Department of Labor. Contractors undertaking such projects under government sponsorship are encouraged to freely express their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official U.S. Department of Labor position or policy.
DISCRIMINATION PROHIBITED:	Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Title IX of the Education Amendments of 1972 states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal assistance." The National Center for Research in Vocational Education, like every program or activity receiving financial assistance from the U.S. Department of Labor, must comply with these laws.

Contents

	Page
What is the Work Maturity Skills training program?	1
What are the contents?	6
How is it packaged?	7
How is it used?	7
When, where, and how often is it used?	17
What is your role?	17
How can you supplement the program?	18
Worksheet key	21

Foreword

Work Maturity Skills is one of sixteen products or services developed for the Department of Labor's Office of Youth Programs. These products and services are intended to comprise a "full-service" technical assistance model that can be used by the employment and training community to better meet the training needs of staff and CETA-eligible youth and adults.

The contributions of the Fort Wayne (Indiana) Area Consortium, Philadelphia Office of Employment and Training, and Kentucky Balance of State Prime Sponsor are gratefully acknowledged. These sites participated in the planning and pilot testing of selected products and services.

Appreciation also is expressed to project staff. Bettina Lankard, Program Associate, was the major author. Other staff members include Brian Fitch, Program Director; Robert Bhaerman, Research Specialist; Sandra Pritz, Program Associate; Gale Zahniser, Program Associate; and William Goldwair, Research Specialist.

Robert E. Taylor
Executive Director
The National Center for
Research in Vocational
Education

What is the Work Maturity Skills training program?

The Work Maturity Skills training program is a set of forty-nine individualized competency-based units that are designed to help participants develop the competencies they need to find and retain jobs.

One important factor in determining employment success is the achievement of work maturity skills. Employers continue to seek workers who are reliable, self-confident, responsible, cooperative, ethical, and willing to learn. They want workers who get along well with others, who accept authority, who communicate well, who have good work attitudes and habits, and who assume responsibility for their work. These employer needs are the basis for the Work Maturity Skills program. The goal of the program is to help participants meet these employer needs--to become employable and, once employed, to retain their jobs.

The Work Maturity Skills training program should be offered before the actual job search. It may be used solely in a classroom setting or it may be used simultaneously with other programs that involve work experience. The curriculum is individualized and based on specific competencies identified by employers as essential.

An outline of work maturity skills follows. Competencies are listed by whole numbers; tasks (which are parts of competencies) are numbered with decimals; and operational units (which are units of work that relate to the tasks) are designated by letter.

There are both measurable and non-quantifiable outcomes to be expected from this program. For each of the operational units designated by letter, there are criterion-referenced evaluation procedures that call for participants to demonstrate understanding and performance of the stated competency. Therefore, demonstrations of the listed competencies represent the measurable outcomes of the program. The non-quantifiable outcomes include:

- Continuing respect for the workplace, supervisors, and co-workers
- Willingness to follow the employer's rules and procedures
- Commitment to work quality and productivity

Work Maturity Skills

1.0: PRESENT A POSITIVE IMAGE

- 1.01: Follow Good Grooming Practices
  - A. Maintain Cleanliness
  - B. Practice Dental Hygiene
- 1.02: Practice Good Health Habits
  - A. Follow Good Nutrition and Diet Principles
  - B. Follow Habits That Promote Physical Fitness
- 1.03: Dress Appropriately for the Job
  - A. Select Appropriate Work Clothing
  - B. Keep Clothing in Good Condition
- 1.04: Exhibit Self-Confidence
  - A. Identify Personal Strengths
  - B. Use Positive Body Language

2.0: EXHIBIT POSITIVE WORK ATTITUDES

- 2.01: Use Basic Social Skills
  - A. Assume Positive Behavior
  - B. Exhibit Interest in Others
- 2.02: Be Creative and Willing to Learn
  - A. Identify Creative Potential in Self and Others
  - B. Seek New Ideas and Ways of Doing Things
- 2.03: Take Pride in Your Work
  - A. Develop a Sense of Contribution About Your Work
  - B. Be Particular About the Finished Product

3.0: PRACTICE GOOD WORK HABITS

3.01: Maintain Regular Attendance

A. Be Punctual

B. Be Dependable

3.02: Be Thorough and Diligent

A. Complete Tasks Willingly and On Time

B. Be Persistent and Persevering

C. Maintain Professional Knowledge

3.03: Follow Safety Practices

A. Identify and Follow General Safety Rules

B. Operate Equipment Safely

C. Identify and Demonstrate First Aid Techniques

4.0: PRACTICE ETHICAL BEHAVIOR

4.01: Exercise Integrity and Good Judgment

A. Maintain Confidentiality

B. Maintain Loyalty

C. Demonstrate Honesty

4.02: Respect Property

A. Care for the Building

B. Care for Equipment and Furniture

4.03: Follow Company Rules

A. Follow Company Policies and Operating Procedures

B. Cooperate with Organization and Union to Resolve Conflicts

5.0: COMMUNICATE EFFECTIVELY

5.01: Demonstrate Spoken Communication Skills

A. Use Proper Language

B. Use Proper Speaking Techniques

C. Correctly Relate Information and Messages

5.02: Demonstrate Written Communication Skills

A. State Information in a Clear, Concise, and Correct Manner

B. Convey Accurate and Complete Information

5.03: Demonstrate Non-Verbal Communication Skills

A. Use Body Language to Improve Speaking Skills

B. Use Body Language to Improve Listening Skills

5.04: Demonstrate Good Listening Habits

A. Exhibit Qualities of a Good Listener

B. Follow Verbal Instructions

6.0: ACCEPT RESPONSIBILITY

6.01: Use Initiative

A. Anticipate Responsibilities on the Job

B. Be Willing to Perform Your Scope of Work

6.02: Use Problem-Solving Techniques

A. Analyze the Problem

B. Identify and Choose Among Alternatives

C. Devise a Plan of Action

6.03: Manage Personal Responsibilities

A. Manage Responsibilities of Family Living

B. Manage Personal Finances

7.0: COOPERATE WITH OTHERS

7.01: Work as a Member of a Team

A. Communicate Freely with Co-Workers and Supervisors

B. Deal with Job Frustrations

7.02: Work Under Supervision

A. Identify and Work Within the Organizational Structure

B. Cope with Conflict

What are the contents?

Each Work Maturity Skills package contains these materials:

- Instructor Guide

  This guide explains the goals and objectives of the Work Maturity Skills training program, the organization of the materials, and implementation procedures.

- Program Guide

  The program guide contains two sections:

  Introduction: This section explains the concept of work maturity skills and the importance employers place on these skills.

  Procedure: This section explains the organization and use of materials.

- Competency Booklets

  There is one competency booklet for each of the seven identified competencies. The operational units related to each task in the competency are bound in one booklet. All information sheets, worksheets, and evaluation checklists that relate to each operational unit are in the booklet also.

How is it packaged?

The Work Maturity Skills training program is packaged in booklet form.

The nonconsumable items are . . .

- Instructor Guide
- Program Guide

The consumable items are . . .

- Competency Booklets

How is it used?

This individualized competency-based instruction is built around the individual needs of each participant. Participants can enter any part of the program at any time . . . and exit with equal ease when they have acquired the competencies they need to become employed. They need not pursue competencies they already have.

Each participant can progress at his or her own pace, giving more time to some more difficult units and less time to others.

Determine which units the participants need by reviewing their Employability Development Plans (EDPs). Not all participants need training in each competency. Some have already mastered certain skills. If you are unsure of participants' skills, give them the evaluation checklists from the operational units in the competency booklets. If they can demonstrate competence in a unit, you can omit that unit from their training. However, conduct ongoing assessment of participants in all work maturity areas throughout the program. Make sure participants are practicing the competencies they have demonstrated.

Each operational unit is titled in this way.

COMPETENCY 2.0: EXHIBIT POSITIVE WORK ATTITUDES

TASK 2.01: Use Basic Social Skills

OPERATIONAL UNIT 2.01A: **Assume Positive Behavior**

Next is the performance objective, which describes for participants . .

- the conditions under which they begin performance,

  "Given an assessment sheet . . . "

- the job-related performance expected of them,

  "the learner will be able to find out his or her behavior strengths and weaknesses and follow a plan to improve given behaviors"

- and the standards of performance.

  "to the satisfaction of the instructor."

Next are the steps they will follow to do the unit of work.

STEP 1. Assess your behavior.

And following are the procedures they will follow to do the steps.

a. Read the behaviors listed on Worksheet 2.01A.

b. Assess your behavior. Complete Part 1 of Worksheet 2.01A.

The information sheets and worksheets for each unit follow the pages of steps and procedures.

After participants complete all the procedures and steps in one competency, they are asked to decide if they are able to demonstrate competence.

If they are in doubt about any part of the unit, they must seek your help and repeat the unit. If they feel they have satisfactorily completed the unit, they will bring their worksheets to you for evaluation.

You must determine the accuracy of answers participants give on their worksheets. Only one worksheet (Worksheet 6.02A) has a key. (See page 21 of this guide.) That is because Operational Unit 6.02B builds on these specific answers.

After you review the worksheets, rate participants against the items on their evaluation checklists. Observe their behaviors in the program, advising them when necessary. The checklists are measures and records of participants' competencies. Ongoing assessment throughout the program will allow you to determine and record if participants are using the skills they demonstrated in the evaluation.

If possible, ask employers to visit the class periodically and to rate participants on the competencies. Employers will be able to make objective observations of participants and will also, through their presence, convince participants of the importance of work maturity skills.

Use the attached form to record each participant's progress. The completed form will serve as a record for participants to show to potential employers when they search for jobs.

COMPETENCY RECORD

Name_____

- ☐ Follow Good Grooming Practices
  - ☐ Maintain Cleanliness
  - ☐ Practice Dental Hygiene
- ☐ Practice Good Health Habits
  - ☐ Follow Good Nutrition and Diet Principles
  - ☐ Follow Habits That Promote Physical Fitness
- ☐ Dress Appropriately for the Job
  - ☐ Select Appropriate Work Clothing
  - ☐ Keep Clothing in Good Condition
- ☐ Exhibit Self-Confidence
  - ☐ Identify Personal Strengths
  - ☐ Use Positive Body Language
- ☐ Use Basic Social Skills
  - ☐ Assume Positive Behavior
  - ☐ Exhibit Interest in Others
- ☐ Be Creative and Willing to Learn
  - ☐ Identify Creative Potential in Self and Others
  - ☐ Seek New Ideas and Ways of Doing Things
- ☐ Take Pride in Your Work
  - ☐ Develop a Sense of Contribution About Your Work
  - ☐ Be Particular About the Finished Product
- ☐ Maintain Regular Attendance
  - ☐ Be Punctual
  - ☐ Be Dependable
- ☐ Be Thorough and Diligent
  - ☐ Complete Tasks Willingly and on Time
  - ☐ Be Persistent and Persevering
  - ☐ Maintain Professional Knowledge

- [ ] Follow Safety Practices
  - [ ] Identify and Follow General Safety Rules
  - [ ] Operate Equipment Safely
  - [ ] Identify and Demonstrate First-Aid Techniques
- [ ] Exercise Integrity and Good Judgment
  - [ ] Maintain Confidentiality
  - [ ] Maintain Loyalty
  - [ ] Demonstrate Honesty
- [ ] Respect Property
  - [ ] Care for the Building
  - [ ] Care for Equipment and Furniture
- [ ] Follow Company Rules
  - [ ] Follow Company Policies and Operating Procedures
  - [ ] Cooperate with Organization and Union to Resolve Conflicts
- [ ] Demonstrate Spoken Communication Skills
  - [ ] Use Proper Language
  - [ ] Use Proper Speaking Techniques
  - [ ] Correctly Relate Information and Messages
- [ ] Demonstrate Written Communication Skills
  - [ ] State Information in a Clear, Concise, and Correct Manner
  - [ ] Convey Accurate and Complete Information
- [ ] Demonstrate Non-Verbal Communication Skills
  - [ ] Use Body Language to Improve Speaking Skills
  - [ ] Use Body Language to Improve Listening Skills
- [ ] Demonstrate Good Listening Habits
  - [ ] Exhibit Qualities of a Good Listener
  - [ ] Follow Verbal Instructions
- [ ] Use Initiative
  - [ ] Anticipate Responsibilities on the Job
  - [ ] Be Willing to Perform Your Scope of Work
- [ ] Use Problem-Solving Techniques
  - [ ] Analyze the Problem
  - [ ] Identify and Choose Among Alternatives
  - [ ] Devise a Plan of Action

- ☐ Manage Personal Responsibilities
  - ☐ Manage Responsibilities of Family Living
  - ☐ Manage Personal Finances
- ☐ Work as a Member of a Team
  - ☐ Communicate Freely with Co-Workers and Supervisors
  - ☐ Deal with Job Frustrations
- ☐ Work Under Supervision
  - ☐ Identify and Work Within the Organizational Structure
  - ☐ Cope With Conflict

When, where, and how often is it used?

The Work Maturity Skills training program can be used in a number of ways--as part of CETA training for out-of-school CETA-eligible youth and adults and for in-school programs as well.

The materials are designed for flexibility. They can be presented to participants to use individually and at their own pace, providing open-entry, open-exit options to participants. They can also be presented to an entire classroom of participants for a given time each day.

The estimated time for this program is 40 hours. This time can be divided into two weeks of four-hour days . . . or four weeks of two-hour days. Participants need time to put into practice or try out the skills they are developing, so it is best to extend this program over several weeks' time.

What is your role?

In addition to facilitating each participant's use of this program, your primary roles are . . .

- to create an environment in which reflection, discussion, and practice of skills can occur,
- to help the participant understand the relevance of the competencies, tasks, and units and to provide, when possible, opportunities for work experience and for on-the-job assessment of the participant's work maturity skills,
- to work directly with the participant and his or her counselor for on-going assessment of the participant as it relates to his or her Employability Development Plan (EDP).

Familiarize yourself with the program and instructional materials so you thoroughly understand the concepts as they are presented. For example, "Cope with Conflict," Operational Unit 7.02B, relates to coping with conflict over instructions given by supervisors. It is part of Task 7.02, "Work Under Supervision." It does not relate to conflicts in interpersonal relationships. These are covered in "Use Basic Social Skills," Task 2.01.

You will be required to provide several resources for participants . . .

- a book on first aid
- a book that lists foods and related calories

Also, contact several community workers and employers.

- Ask qualified persons to demonstrate proper and safe use of equipment to participants and to observe them operate the equipment (if possible) while under supervision.
- Ask a dressmaker or tailor to demonstrate proper sewing techniques for maintaining and repairing clothes.
- Ask employers to speak to the class about the importance of work maturity skills.

How can you supplement the program?

Existing and available resources relating to work maturity can and should be incorporated into or coordinated with this program. These resources may include textbooks, audiovisual aids, visitors from industry and the community, field trips, and opportunities for work experience. Skillful coordination of such resources with the Work Maturity Skills training program can be instrumental in convincing participants of the importance of successful work adjustment.

The curriculum includes role-playing activities, case studies, group discussions, and self-examination. Whenever possible, introduce other activities that will improve participants' abilities to assess self, work situations, and interpersonal relationships and allow them to practice their problem-solving techniques.

Program materials are written at a high third-grade reading level with the exception of specific occupational and employment terminology. When such terms are used, information is provided to help participants to understand the meanings of these words. Be willing to provide additional help and explanation if necessary.

WORKSHEET 6.02A - Key

Part 1

Problem: Carl is not getting the work done.

Part 2

Feelings: Carl - discouraged
annoyed

Carl's staff - disgusted
bored

Part 3

Action: Carl - works hard
speaks sharply
frowns
looks angry

Carl's staff - doing their work
wastes time--plays cards

Part 4

Causes of problem:

1. Carl has too much work for one person to do.
2. The other press operator quit.
3. The printing machine is slower than the new models.

Part 5

Effects of the problem:

1. SENTO staff members are not getting their materials.
2. SENTO customers are not receiving their materials.
3. Carl is discouraged.
4. Carl is annoyed with other workers.